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ABSTRACT

A survey instrument is presented that is designed to explore the in-service training needs of general elementary and secondary teachers as they relate to learners with physical disabilities. It contains 75 items and takes 20-25 minutes to complete. The survey includes questions about the educator's teaching experience, teacher training in special education, attitudes and knowledge level of children with physical disabilities, particularly of those with Duchenne dystrophy, cerebral palsy, and spina bifida, educational needs of students with physical disabilities, knowledge level of adaptive equipment, environmental adaptations, and self-confidence in knowledge level. Most items on the survey ask the participant to rate a statement on a 5-point scale, with 5 meaning the participant strongly agrees with the presented statement and 1 meaning the participant strongly disagrees with the statement. (CR)

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ED 456 617

A Survey Instrument: General Educators and Students With Physical Disabilities

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Abstract

This survey tool explores the in-service training needs of regular elementary and secondary teachers as they relate to learners with physical disabilities. It has 75 items. Generally, respondents take 20-25 minutes to complete it. I utilized it for one of my research studies. It yielded valuable data that has implications for practice and research.

A Survey Instrument: General Educators and Students with Physical Disabilities

The schools across the country are moving towards the inclusion of students with disabilities in the regular classroom. Even those students who have severe physical disabilities are being placed in the regular classroom and are being taught by regular education teachers. The inclusion is a noble practice. However, there are heaps of anecdotal and empirical evidence that suggest that regular education teachers are not fully prepared for the inclusion of students with physical disabilities in their classrooms.

As Futrell (2001) ascertained, to improve the quality of education, it is imperative that general education teachers be provided with knowledge and skills to work with students who have disabilities. The amount of current in-service for regular education teachers is inadequate in most of the school districts. Perhaps, the lack of in-service can be explained by the difficulty in the identification of precise in-service needs of regular education teachers, especially in the area of students with physical disabilities.

The students with physical disabilities represent a heterogeneous population (Bowe, 2000). In an effort to identify the in-service needs of regular elementary and secondary teachers, I developed a survey instrument, entitled, "General Educators and Students with Physical Disabilities". This instrument has 75 items that capture the knowledge and skills of general education teachers as they relate to students with physical disabilities.

The respondents generally take 20-25 minutes to respond to the instrument. I used this instrument for one of my research studies (e.g. Singh, 2001). It yielded valuable data that can constitute the basis of an in-service program and can also be utilized to further explore and investigate the area of teacher in-service.

References

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General Educators And Students with Physical Disabilities

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This survey explores the in-service training needs of regular elementary and secondary teachers as they relate to learners with physical disabilities.

Survey Instrument

Section I-Teaching Experience

1. Do you work as an elementary teacher or secondary teacher?

☐ Elementary ☐ Secondary

2. Do you teach full time or part time?

☐ Full Time ☐ Part Time

3. In what grade levels are your students?

☐☐☐☐☐☐☐☐☐☐☐☐☐

KG 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th

4. What is the total number of students enrolled in your class (es)? ☐

5. What is the total number of students with physical disabilities you teach or have taught? ☐

6. Do you get opportunities to plan and/or teach with special education teachers?

☐ Yes ☐ No

7. Do you get opportunities to plan and/or teach with special education teachers?

☐ Daily ☐ Weekly ☐ Monthly ☐ Rarely

8. How many years have you worked as a teacher?

☐

9. Do you teach in a private school or public school?

☐ Public ☐ Private

Section II- Teacher Training

1. Do you have a teaching certificate in this state in your main teaching assignment field?

☐ Yes ☐ No

2. What type of teaching certificate do you hold?

☐ Permanent or Advanced certificate

☐ Provisional certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)

☐ Temporary certificate (requires some additional college course work and/or student teaching before regular certification can be obtained)

☐ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

3. Do you have a bachelor's degree?

☐ Yes ☐ No

4. In what year did you receive your bachelor's degree?

1 9 ☐ ☐

5. In what state is the college or university located where you earned your bachelor's degree?

_____

☐ located outside United States

6. Do you have a master's degree?

☐ Yes ☐ No

7. How many courses in Special Education did you take during your bachelor's degree? ☐

8. How many courses in Special Education did you take in your master's program? ☐

9. How many total hours of in-service have you received by your school for the inclusion of students with disabilities in your classroom (s)? ☐

Section III- Students with Physical Disabilities

Please respond to the following statements by circling your choice

5=Strongly Agree **4**= Agree **3**=Undecided **2**=Disagree **1**=Strongly Disagree

1. All children with physical disabilities are entitled to an appropriate educational program as a result of IDEA	5	4	3	2	1
2. The severity of a physical disability affects the educational needs of a child	5	4	3	2	1
3. Most individuals with Duchenne dystrophy die during young adulthood	5	4	3	2	1
4. Duchenne Dystrophy affects the functional use of arms and hands	5	4	3	2	1
5. Children with Duchenne Dystrophy have difficulty getting to their feet after playing on the floor or lying down	5	4	3	2	1
6. Children with Duchenne Dystrophy fall easily	5	4	3	2	1

7. Characteristics of children with Tourette Syndrome might include various motor tics	5	4	3	2	1
8. Cerebral palsy is caused by brain damage	5	4	3	2	1
9. Cerebral palsy is curable	5	4	3	2	1
10. All children with cerebral palsy have mental retardation	5	4	3	2	1
11. Children with cerebral palsy have major problems in communication and mobility	5	4	3	2	1
12. Children with cerebral palsy may have only one limb affected or all four affected	5	4	3	2	1
13. Spina bifida is a congenital condition (children are born with it)	5	4	3	2	1
14. Every child with spina bifida has a different combination of physical challenges	5	4	3	2	1
15. Children with spina bifida have double incontinence	5	4	3	2	1
16. Children with spina bifida have deficits in fine motor skills	5	4	3	2	1
17. Children with spina bifida have hydrocephalus (water brain)	5	4	3	2	1
18. Hydrocephalus can result in mental retardation	5	4	3	2	1
19. Research indicates that children with spina bifida have math disability	5	4	3	2	1
20. One of the reasons to use prosthesis is to create a more normal appearance	5	4	3	2	1
21. Most children with spina bifida have shunt	5	4	3	2	1

Section IV-Educational Needs of Students with Physical Disabilities

1. Children with cerebral palsy need help of a physical therapist and Occupational therapist	5	4	3	2	1

2. Children with cerebral palsy benefit from speech Therapy	5	4	3	2	1
3. Most children with cerebral palsy can learn to walk	5	4	3	2	1
4. Children with spina bifida need to learn self-cathetrization	5	4	3	2	1
5. Children with cerebral palsy need careful positioning in school settings	5	4	3	2	1
6. Most children with spina bifida should be allowed an extended time to complete learning tasks	5	4	3	2	1
7. Elementary children with spina bifida are likely to need help in lunch room	5	4	3	2	1
8. Children with spina bifida may need to learn how to push the wheelchair safely	5	4	3	2	1
9. Most children with spina bifida need to learn age appropriate social skills	5	4	3	2	1
10. Majority of the physically disabled students need help in creating and maintaining friendships	5	4	3	2	1
11. Students with physical disabilities should be allowed extra time to move from one location to another	5	4	3	2	1

Section V-Students with Physical Disabilities & Adaptive Equipment

1. Wheelchairs should be locked during transfers	5	4	3	2	1
2. Students in wheelchairs need special desk/table in the classroom	5	4	3	2	1
3. Students with braces and crutches are likely to have more falling episodes in winter	5	4	3	2	1
4. Pushing a wheelchair is difficult on a raised area	5	4	3	2	1
5. Those children with spina bifida who wear braces may not be able to tell if the braces or shoes are tight and/or hurt	5	4	3	2	1

6. Children with cerebral palsy may need special writing tools	5	4	3	2	1
7. Children with cerebral palsy may need special eating utensils	5	4	3	2	1
8. Some children with cerebral palsy may benefit from a communication board	5	4	3	2	1
9. Service dogs are used only by individuals who are blind	5	4	3	2	1
10. Children with physical disabilities often need specially tailored clothes	5	4	3	2	1

Section VI-Environmental Adaptations

1. Children with spina bifida need lowered water fountains	5	4	3	2	1
2. A classroom needs to be spacious for the wheelchairs to be pushed around	5	4	3	2	1
3. Classroom furniture may need to be rearranged to accommodate wheelchair bound students	5	4	3	2	1
4. Learning materials may need to be adapted and made accessible for learners with physical disabilities.	5	4	3	2	1
5. Social interactions become difficult for a student who is in a wheelchair	5	4	3	2	1
6. Positioning equipment for students with physical disabilities may need additional space in the classroom	5	4	3	2	1

Section VII-General

1. I am comfortable consulting with PT, OT professionals	5	4	3	2	1
2. I am comfortable accommodating push in services from a therapist (PT, OT, & speech)	5	4	3	2	1
3. I need more training in educating students with physical disabilities in my classroom	5	4	3	2	1
4. I feel confident and adequately prepared for the inclusion of students with physical disabilities in my classroom.	5	4	3	2	1

5. I would benefit from learning about different types of wheelchairs	5	4	3	2	1
6. I would benefit from learning about different communication boards	5	4	3	2	1
7. I would like to know more about positioning equipment for students with cerebral palsy.	5	4	3	2	1
8. I need more information on adaptive equipment	5	4	3	2	1

Final: I am interested in getting in-service in the following areas (List as many as you wish):